

**The 8th International Conference of Developing
Educational Professionals in South East Asia**

**"Collaborative Research-based Learning
and Teaching to Foster Teacher
Professional Development"**

Universitas Negeri Jakarta, Indonesia

8-10 December 2014

English Department, Faculty of Language and Arts, State University of Jakarta

and

Developing Education Professionals in South East Asia

(DEPISA)



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**ENGLISH DEPARTMENT, FACULTY OF LANGUAGE AND ARTS, STATE UNIVERSITY OF JAKARTA
Jakarta, INDONESIA**

The 8th International Conference of Developing Educational Professionals in South East Asia

"Collaborative Research-based Learning and Teaching to Foster Teacher Professional Development"

PROCEEDINGS

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THE 8TH INTERNATIONAL CONFERENCE OF DEVELOPING EDUCATIONAL PROFESSIONALS IN SOUTH EAST ASIA

Aims and Scopes

The 8th DEPISA is an international meeting point for professionals and practitioners in education to share, reflect, and exchange ideas as well as experiences in researching and supporting Teacher Professional Development across educational levels. The conference also aims at further expanding its network to include other educational institutions across the world.

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Editor's note

The 8th International Conference of Developing Educational Professionals in South East Asia is an international meeting point to share, reflect, and exchange ideas as well as experiences in researching and supporting educational professionals in collaborative research-based learning and teaching to foster teacher professional development. The conference aims at further expanding its network to include other educational institutions.

The theme of the 8th International Conference of Developing Educational Professionals in South East Asia is “Collaborative Research-Based Learning and Teaching to Foster teacher Professional Development”. Papers in this proceedings cover pedagogical aspects of teaching and learning approaches and methodologies, psychological-related goals of education, IT-preschool age to adults, teachers, and parents, the language teaching-learning-assessing triangle, attitude and capacity building in nursing courses, mathematics, and science teaching, educational policy, material development, motivation and management styles at university.

Appreciation should go to our home institution, *Universitas Negeri Jakarta*, for providing support of the process. Credits also go all the organizing committee for the commitment to do their best to make this big project possible.

December, 2014



Foreword (Vice Rector 4 UNJ)

Distinguished speakers, honorable guests and all participants of the 8th International Conference of developing Educational Professionals in South East Asia. I would like to extend the warmest welcome to all of you attending this International conference at Universitas Negeri Jakarta. It is my pleasure to meet you all in this very important conference in which I believe many papers and sharing of best practices of teacher development will be discussed.

The vision of Universitas Negeri Jakarta is to build future leaders. To implement such a vision, Universitas Negeri Jakarta is committed to continuously contribute its role so that leaders in education sector might be made and/or when possible might be born. This is applicable in both teaching and non-teaching professions. To achieve it, I am convinced that collaboration with many educational institutions is imperative. Therefore, in this regards, I must support this very important event.

Ladies and Gentlemen,

I must acknowledge and express sincere gratitude to University of Sydney, Australia who initiated a project in 2015 entitled “Collaborative Research-Based Learning and Teaching to Foster Teacher Professional Development”. I believe without such a program DEPISA conference might not be possible. In particular, allow me to mention Dr. Kevin Laws and Dr. Lesley Harbon of the University of Sydney Australia for their initiatives to accommodate Teacher Professional Development through DEPISA. My credit also goes to Prof. Dr. Ilza Mayuni, MA for all of her efforts to make this 8th International Conference DEPISA possible. Acknowledgement must also be given to speakers and presenters of plenary sessions who have serious concern to share their expertise and professional experiences as far as teacher development is concerned.

I must also share my gratitude to universities collaborated under DEPISA who have been working hard to make this conference possible. I hope in the future more universities from more countries might be invited so that DEPISA could play its role to cover wider areas in the globe.

I must appreciate Steering and Organizing Committee, the English Department and the Faculty of Languages and Art of Universitas Negeri Jakarta. Your contribution is very significant to make this event possible.

Last but not least, I must also mention and address my sincere gratitude to all speakers and paper presenters as well as all participants of this conference. Without your active participation this event is not possible.

Thank you very much.

December, 2014

Vice Rector 4 UNJ

Foreword



PROCEEDINGS: The 8th International Conference of Developing Educational Professionals in South East Asia 2014

This Depisa International Conference Proceedings, marking the 8th of the Depisa conference, is devoted to the developing educational professionals in Southeast Asia convened by the State University of Jakarta in cooperation with Depisa on 9-10 December 2014. The theme of the conference was *Collaborative Research-Based Learning and Teaching to Foster Teacher Professional Development*. This issue addresses the compiled keynote speeches from the plenary sessions of the conference and the selected papers presented in the parallel sessions.

The two keynote speakers whose addresses are included here are Lesley Harbon, University of Sydney, and Arief Rachman, State University of Jakarta. They take bird's eye view of the current situation in which Harbon focusses on the increasing educational practices in Southeast Asia with the theme *A Developing Community of Practice: What can We Claim so far?* Rachman, a nationally-recognized figure of education in Indonesia highlights the endless endeavour to develop teacher's professionalism and the alteration of the recently established curriculum 2013. They commenced the conference exploring various issues on educational praxis in different fields in Southeast Asia.

The other contributors of this issue are teachers and faculty members of all education levels from kindergarten to university mostly from Indonesia and other countries of Thailand, Vietnam, Laos, Korea, and Philippines. They examine pedagogical aspects of teaching and learning approaches and methodologies, psychological-related goals of education like leadership and volunteerism, and IT-pertinent teaching practices. The subjects studied are a wide-ranging learners from preschool age to adults, teachers, and parents and the focusses are the language teaching-learning-assessing triangle, attitude and capacity building in nursing courses, mathematics and science teaching, educational policy, material development, motivation, and management styles at university.

I believe that you will find this issue of proceedings compiling papers and research reports useful to widen your horizon on educational development, especially in Southeast Asia. Besides, it could help enhance your educational professionalism through the lessons learned from the contributors' experiences and ideas. This proceedings could be found at English Department of State University of Jakarta and is published alongside the Depisa Monograph scheduled to be issued in every Depisa conference biannually.

Ifan Iskandar

Chair of Steering Committee of the 8th DEPISA Conference
Universitas Negeri Jakarta



THE PERSPECTIVE OF INCLUSIVE SCHOOL FOR FUTURE STUDENTS WITH SPECIAL NEEDS THROUGH MORE EFFECTIVE EDUCATION STRATEGY IN JAKARTA PROVINCE

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Abstract

The perspective of inclusive school in Jakarta province is considered not too optimal in helping children with special needs to reach a better future. The various reason stated by the chosen school that was chosen based on the decision of the Provincial Education Department's Special Capital Region Jakarta No. 623/2011 about the names of chosen schools that are going to be an inclusive school in 2011 which are 164 schools of them in five different regions in Jakarta. The complaint that was brought up from 17 schools surveyed are infrastructure is inadequate, lack of human resources to meet the requirements as a special tutor, low gross enrollment rate for children with special needs and understanding of the unfavorable attitude of the parents and community to children with special needs.

This research has an insight into the long term ahead. Not only to develop the education strategy that works more effective than the previous strategy in the Inclusive schools so that the output and the input more clearly to describe whether the children with special needs could go to the school or not, but also to find out the successful of inclusive schools in helping the children with special needs to reach a better future and to take their place in the real social life in order to get a job. The focus of this research are the management of the inclusive school itself, the process of learning in the school, the education strategy, the profile of the student who needs special treatment and their parents. The Research used qualitative method, a case study of inclusive school in south Jakarta and center Jakarta with the phenomenological paradigm, snowball sampling and also in-depth interview.

This research offers some solutions of the problem. They are (1) the improving quality of education services for children with special needs through the development of modification curriculum and the given of special tutor (2) the introduction stage strategy (3) the strategy development through the support and participation of stakeholders (4) the acculturation strategy which is consistently and systematically executed inherent in people's lives.

Key Words : Perspective of Inclusive School, Inclusive Education Strategy.



INTRODUCTION

Inclusive Education is an Innovative and Strategic Education Approach in expanding access to education for all special need students, including children with disabilities in which has a concept to acknowledge the differences as well as supporting the beliefs of education for all. The development of inclusive school in Jakarta based on the decree of the Provincial Education Department's special capital region Jakarta No. 623/2011 about the names of chosen schools that are going to be an inclusive school in Jakarta in 2011 which are 164 schools of them in five different regions in Jakarta can be seen in table 1.2.

Table 1.2.

The Inclusive of School Survey Data

The Centre of Jakarta and the South of Jakarta in 2014

NO.	NAMA SEKOLAH	JAKAPUS	JAKSEL
1.	TK Negeri Pembina Nasional	-	1
2.	Sekolah Dasar (SDN)	6	5
3.	SMPN	1	1
4.	SMUN	1	1
5.	SMKN	-	1
Jumlah		8	9

Data Sources: *Hasil Survey Tim Peneliti Juni 2014*

Based on the data above, the numbers of inclusive school according to the sources of information were interviewed by the researcher there are some issues comes from 17 schools in two regions, they seemed just to fulfill their obligation so that what they did was not what the inclusive school asks for or they did not go near the standard of the inclusive school. They put forty students of the special need students and the regular students in a one class which according the rules they only allowed to put twenty students to thirty two students with two disable children or 5% of the whole class population for special need children. Some of schools place the class on their second floor so that in one case, the parents of special need students have to take their children to the class because the school does not facilitate them and some others school locate close to the street. After being reasoned why the previous problems mentioned, they stated that the schools belong to the DKI Jakarta Provincial Government was designated only for regular students. Event after a decree released by the DKI Jakarta Provincial Government, the inclusive schools mentioned still not renovated based on the standard of Inclusive School. The next issues of the inclusive school are there is no available of qualified educators for helping special need students and the management of inclusive school which is affected by the headmaster policy.

The inclusive itself can be explained as an equation, justice, individual rights in politics, education, socials and economy. The inclusive in education related to an education which does not make any distinction based on every students' capable of. The term 'inclusive' is used in describing disabled students in order to be part of the school programs. The concept of Inclusive makes an understanding of the importance to accept disabled children in the regular school life.



Special need children have a very different characters each. BandiDelphie stated that the only special need children who have already taken care of in Indonesia are children with physical impairment, blind people, deep people, mute people, *tunagrahita*, Quadriplegic, *tunalaras*, autistic children, attention deficit disorder with hyperactive, specific learning disability and developmentally disabled children.

We can assume that even though there are already some schools being chosen to be an inclusive school, the implementations of the inclusive school concept are not done yet. It happens mainly in the actions, understanding the concept, school intern policy, curriculum and process of learning. This fact also describes that the process of inclusive education in Indonesia is still having some issues and complex problems which should be handle by parties related to these things so that the purpose of the inclusive education itself could be reached. It is quite sorry in knowing that not only the training given to teachers not yet show the indication of teachers' improving ability to handle special need children but also not yet solving the education problems faced. Motivation and the cooperation among the related people clearly is invisible to be watched out, they assume that as long as they facilitate a shadow teacher to take care of special need students in the learning process they have already held an inclusive education. Special need children do not yet be placed as same as the other regular students in the school activity.

Based on the opinions above, the research believes that there should be a research related to the prospective of inclusive education so that the special need children will get a better services at school through the effective education strategy being held in DKI Jakarta.

THEORY OF STUDY

The Education Strategy for Special Need Children

Basically, every child has one or two problems difficulties in learning. The difference lies in the level of difficulties faced by the child whether it needs a help from others or not.

Special need children are a term to replace what so called Exceptional Children. BandiDelphine said that each of every special need children have different characters. He declared that special need children who have already taken care of are:

1. Children with impairment, especially a totally blind child who can not see so that they have to study using their own way called groping because they are good in using their sense of touch than their sense of sight.
2. Deaf children and Mute children, generally they are having difficulties in hearing people words and in communicating through words with their surrounding people.
3. *Tuna Grahita*, they have some problems in learning caused by their disability to develop intelligently, mentally, emotionally, socially and of course physically.
4. Quadriplegic, children with this medical criterion are having problems or disability in their bones, joint, nerve system and muscles.
5. *Tuna Laras*, the characteristic can be seen is they usually got to be the centre of a problem or they usually are the one creating the problem. They seem have a tendency to do any crime.
6. *Autistic children*, children with autism have trouble communicating. They have trouble understanding what people think and feel. This makes it very



hard for them to express themselves either with words or through gestures, facial expressions and touch.

7. Attention Deficit disorder with Hyperactive (ADHD) children are caused by brain damage, an emotional disturbance, a hearing deficit, or mental retardation.
8. Learning disability or specific learning disability children are students with low performance in particular academic field such as reading, writing, and mathematic skill.
9. Multihandicapped and developmentally disabled children who have disability in development and neurological is caused by one or two abnormalities combination of intelligence aspect, language aspect, or personal connection in society including abnormality in development and adaptive function. They need specific education service with a special modification method.

Anderson found that most of the parents actually prefer to choose normal school for their children. And they even try hard to persuade concerned people to grant their wishes. In the same school, special need children act freely as long as they capable, though in physical and social interaction they seems not so free (based on their disability) compare to the children without disabilities. It can be seen that the replacement of special need children in a normal school would stimulate their independence.

KaharMaulidMawardi in his research journal with the title Parents Response to the Program of Inclusive School in SD Giwangan, there were 383 parents who have normal children and 18 parents who have special need children. The research outcome showed that 1) 57,5 % parents who have normal children agreed to the program of inclusive school, then 40% of them gave doubt response, and 2,5% was totally agreed, 2) 62,5% response of parents who have special need children totally agreed to the program of inclusive school, while 37,5% of them disagreed.

Learning strategy is basically the exact and optimal empowerment of all components in learning process including objective, lessons material, instrument, method, student, teacher, learning atmosphere, and evaluation so that the learning process went effectively and efficiently. In inclusive school, it is needed a learning strategy for special need children. Here are some strategies that can be used: (downloaded on July 31st, 2014)

1. Learning strategy for deaf children such as:
 - a. Based on the message processing, there are two strategies such as deductive and inductive strategy.
 - b. Based on the message processing side is through expository and heuristic strategy.
 - c. Based on the teachers arrangement is through learning strategy with one teacher and in a group.
 - d. Based on the numbers of students is through classical strategy, small group and individual.
 - e. Based on the interaction between teacher and students is through face to face strategy and media.
 - f. Another strategies being used are individual strategy, cooperative, and behavior modification.
2. Learning strategy for talented children such as:
 - a. Learning must be colored with the speed and level of complexity



- b. Improving both intellectual intelligence and emotional intelligence.
 - c. Modification oriented on the process, content, and product.
 - d. Service model bias given to the talented children is cognitive-affective, moral value, creativity, and specific
3. Learning strategy for mental retardation such as:
 - a. Learning strategy focusing on individualism
 - b. Cooperative strategy
 - c. Behavior modification strategy
 4. Learning strategy for quadriplegic such as:
 - a. Integrated education
 - b. Separated education
 - c. Structuring the Learning environment
 5. Learning strategy for *tuataras* according to Kauffman (1985) are through some models approach such as:
 - a. Biogenetic Model
 - b. Behavioral Model
 - c. Psychodynamic Model
 - d. Ecological. Model
 6. Learning strategy for slow learning children such as:
 - a. Children who have reading difficulty are through delivery program and remedial teaching.
 - b. Children who have writing difficulty are through remedial program according to the mistake rate.
 - c. Children who have counting difficulty are through systematic remedial program according to the order of concrete level, semi-concrete, and abstract level.
 7. Learning strategy for deaf children
Common strategies being used for deaf children such as: Inductive Deductive Strategy, Heuristic, Expository, Classical, Group, Individual, Cooperative, and Behavior Modification.

Model of Inclusive Learning in Indonesia:

- a. Regular class (full inclusion). Special need children learn with other (normal) children all days using same curriculum in a regular class.
- b. Regular c/lass with cluster. Special need children learn with other (normal) children in a special group of regular class.
- c. Regular class with pull out. Special need children learn with other (normal) children in a regular class, though in a certain time they are pulled out from regular class into resource room to learn with shadow teacher (ST).
- d. Regular class with cluster and pull out. Special need children learn together with other (normal) children in special group of regular class, and in a certain time they are pulled out from regular class into resource room to learn with shadow teacher (ST).
- e. Special class integrating with special need children learn in a class of regular school, though in certain subjects they could learn with other (normal) children in a regular class.
- f. Special class full of special need children learn in a distinctive class of regular school.



Perspective of inclusive school for the future of special need children

Perspective of inclusive school for the future of special need children defined as a point of view of someone towards inclusive school for the future of special need children. If Ki Hajar Dewantara (Father of our education) is still alive, then he surely would feel upset because the thought of opportunity and equality of education without discrimination is still far, as the fire away from the roast. Not all of Indonesian children with special need get an education; even though the substance had been taught by Ki Hajar Dewantara more than 80 years ago. United Nation has also categorized Indonesia as a country that was able to achieve those both targets on program of Education for All from UNESCO; a program of universal basic education before year 2015; although in fact, special need children still have to work hard to get those both targets.

RESEARCH METHODOLOGY

This research used qualitative descriptive method through study case approach describing the phenomenological of true condition of research focus compare to the ideal one.

The focuses of this research are:

1. Inclusive Schools, the sub focuses are:
 - (a) School Management
 - (b) Learning Process
 - (c) Education Strategy
2. Inclusive Student, the sub focuses are:
 - (a) Profile of Inclusive Student
 - (b) Parents' Background of Inclusive Students

Technique of data collecting was through direct observation of various realities which are influenced and influence the phenomena in the field.

Technique of data analysis used Miles and Huberman model that is consisted of three flow activities occurring simultaneously, such as data reduction, data presentation, and conclusion or verification.

Technique of verifying data validity performed through seven techniques such as extension of observation; increasing persistence; triangulation; discussion with peers (peer debriefing); member check; negative case analysis; and using references.

RESEARCH OUTCOME AND DISCUSSION

Description of Research Data

Inclusive School Management

The implementation of inclusive school management of 17 inclusive schools being studied consists of 1 National Level of Negeri Pembina Kindergarten; 6 Elementary schools (SDN); 2 Junior High School (SMPN); 2 Senior High School (SMA); and 1 Vocational School (SMKN). From the result of the survey, it can be seen the obstacle factors faced by inclusion teachers and the parents' background of special need students. In this study case research, it is needed to compare between the ideal rules and the real implementation in the field. The ideal rules and the real implementation in the field are:

A. Students Management



1. Admission of new students

Ideal form:

Each inclusive class is limited to no more than 2 disabled students and the number of disabled students is no more than 2 children. One inclusive class which consists of regular students and special need students, according to the current rule is only permitted to have 32 students; 30 regular students and 2 special need students.

The findings in the field, as the fact:

- ❖ In SDN Cipete Selatan 04 Pagi, there are 40 special need students of all, and one class consist of 6 special need students. It should be no more than 2 students for each class. The obstacles faced by the teacher such as less of education staff graduating from special need children education (only one shadow teacher) while teacher class are busy with regular assignments so that the special need children are not well handled..
- ❖ In SDN JoharBaru 10 Pagi, there are 4 special need students of all, one class consists of 2 special need students though the overall number of students in a class is 40 students, the ideal one is only consists of 32 students.
- ❖ In SMK 30 South of Jakarta, there are 3 vocational majors, such as: Cookery, Fashion; and Hospitality. At the time of off-line admission of new students, there was a special need student of mental retardation; the parents of that student insisted the school so that this student was accepted in SMKN 30 in cookery major. However, the parents did not give medical record of this student, then on learning process this special need student having difficulties to follow the lesson given. When the school got medical record of this special need student related to the IQ score, the IQ of this student is only 44 above idiots' (Imbecile). This special need student should learn in extra ordinary school (SLB).

2. Student Placement

The Ideal Form:

Special need student learn with other regular students, except for the student who uses individual curriculum concerning on their own difficulties or differences; they can be separated in a certain time.

The implementation in the field, as the fact:

- ❖ This research field found the difficulty of school to use cluster or pull out model because of the limitation of class room and the less of infrastructure of inclusive school. Therefore, the replacement of special need students was suited into available class.

3. Class Management

Ideal form:

There are several points to consider, namely:

- a. Mobility factor: This factor related to the mobility of inclusive students. Therefore, the class should be safe for each special need students. Besides, the infrastructure of the class should be accessible, such as sitting toilet for quadriplegic student, stairs which is also design for wheelchairs for special need student of quadriplegic.
- b. Blind or slow vision students could sit near by the whiteboard.
- c. Deaf student could sit in the first row so that this disable student is easy to read lips.

The implementation in the field, as the fact:

- ❖ SMUN 5 Centre of Jakarta has 2 floors. There is no access for quadriplegic student so that the special need student should be picked up into the second floor by parents or by friends in order to join the learning process. The obstacle



factors is not only about the infrastructure but also the availability of shadow teacher as the most troubling obstacle faced by teacher so that the services for special need students are not maximal.

B. Curriculum Management

Curriculum Management (teaching program) of Inclusive School

Modification of national curriculum is based on the ability and the characteristic of special need students and also on their intelligence potency and special talent.

C. Staffs Education Management (Personnel)

From the observation result in the research field, not all inclusive schools have shadow teacher with a suitable background (S.Pd SLB).

D. Infrastructure Management

Infrastructure management in inclusive schools is in charge to plan for procurement, organizing, maintenance, directing, coordinating, supervising, and evaluating the needs so that it could give maximal contribution on inclusive learning. The research outcome showed that the implementation of infrastructure management was not maximal because there were a lot of obstacles especially about the budget.

E. Accounting Management

Inclusive school needs to provide special budget for:

1. Identify activity of input and assessment of special need students;
2. Modify the curriculum;
3. Incentive for the shadow teacher;
4. Teaching-learning activity;
5. Providing special infrastructure;
6. Empowerment of community's participation and teaching-learning activity (KBM).

Based on the result of observation, not all inclusive schools have special budget for those activities mentioned above so that there are a lot of inclusive school that has no shadow teacher.

F. Cooperation School Management

Inclusive schools need to cooperate with: (1) Centre Resource of Inclusive Education, (2) Psychology institute, (3) Hospital, (4) Communication forum from parents of special need students'.

Based on the result of observation, some inclusive schools have already cooperated with some of stockholders mentioned above but some of the others have not cooperated yet.

2. Learning Process

The research outcome of inclusive school were the learning process went as same as regular school, and the special need students were not treated well.

3. Education Strategy

Learning strategy is basically appropriate utilization of all components involved on learning process including lessons material, instrument, method, student, teacher, learning atmosphere, and evaluation so that the learning process goes effectively and efficiently.

Based on the research outcome of inclusive school, it was difficult for teacher to do ideal things to special need students because of the limitation of shadow teacher.

4. Profile of Inclusive Student

Based on the observation result, the profile of special need students in inclusive schools are: Blind people, Deaf people, Mute people, Quadriplegic, Autism, Slow to



learn, Low vision, ADHD, Slow to speak, Learning difficulties, *Tunalaras*, Mental Retardation, Hyper active, Slow speech and Lack of focus.

1. Parents Background of Inclusive Student's

Based on the observation result of inclusive school, the parents' backgrounds of inclusive students' are from lower middle societies (PNS, TNI, employee, seller, and driver), however there is also inclusive school which the parents' background has high income such as in National Level of Negeri Pembina kindergarten.

Parents' behaviour to the children on learning process will greatly affect the inclusive students. If the attention from parents to their children is high, then it could influence learning development and cognitive level of special need children. Furthermore, parents who are willing to accept their disabled child will motivate the inclusive student itself. Therefore, a good cooperation among parents' of inclusive students', teacher, and school could accelerate the maximum of learning process understood by inclusive students'.

CONCLUSIONS

1. Based on the research outcome using qualitative descriptive method and phenomenological of research focus in 17 inclusive school around region in South of Jakarta and Centre of Jakarta, the inclusive schools have not fully helped special need children to get a better future. The limitation of infrastructure was a classic excuse related to the implementation of inclusive school which is less optimal.
2. According to the management of inclusive school such as Students Management, Curriculum Management, Education Staff Management, Infrastructure Management, Accounting Management, and Cooperation School Management, they were still not managed professionally because the aid of the government is limited and uneven.
3. The learning process completed by teacher used curriculum which was same for a regular students, and with less educative visual aids needed by special need students, especially for blind and deaf student.
4. Basically, learning strategy is an appropriate utilization of all components involved on learning process such as lessons material, instrument, method, student, teacher, learning atmosphere, and evaluation so that the learning process went effectively and efficiently. Based on supervision outcome in the region of this research, not all of inclusive school used the learning strategy appropriately and optimally.
5. The profile of inclusive students in inclusive school from kindergarten to senior high school/vocational school based on the medical record are generally able to join in a regular class, though until now there is no schools record that showed their alumnus (outpit) is accepted in a University or in a Company (outcome).
6. Parents' background of inclusive students' in the region of this research is commonly from lower middle societies (PNS, TNI, employee, seller, and driver). Parents' behaviour to the children on learning process will affect the success of students' on learning. Less open and less willing the parents on accepting the children will add more difficulties on learning process.



SOLUTIONS:

1. Education strategies which are more effective for inclusive school such as: First is enlightening education quality of children with special need; through the development of .modification type curriculum, it is likely to be more effective being understood by special need children. Each class also has to have shadow teacher graduating of special need children education as a government teacher in a school that is chosen as an inclusive school in Elementary school (SDN), Junior High school (SMP), Senior High school (SMA), and vocational school (SMK) in Jakarta province.
2. Second education strategy is introducing stage; a stage of giving information to all elements of society, such as through socialization, workshop, book, magazine, leaflets, newspaper, radio, television, etc.
3. The third strategy is to improve the inclusive school into an ideal school with the stockholder for the future of special need students, through some supports from both central and local government in regulation process, providing infrastructure, and teaching source, also support from parents of inclusive students.
4. The fourth strategy is empowerment; inclusive education has been applied in society systematically, consistently and it attached in social life.

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